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ABSTRACT

This report summarizes the distribution of full-time faculty, by race and discipline, in the public four-year and two-year institutions of the 14 states of the Southern Regional Education Board (SREB) region. The data were gathered with partial support by a grant from the Ford Foundation. A basic objective of the project was to develop baseline data on full-time black faculty, by disciplines, in public institutions of higher education within the region. Such information, in conjunction with data on newly entering black faculty (i.e., annual graduate degrees earned by blacks), constitutes the current supply of black faculty in the various disciplines. The distribution of faculty by race and discipline in the Southern region is illustrative of the national picture and, therefore, should be helpful for program planning and affirmative action implementation. The information in this report was obtained primarily by surveying individual public four-year and two-year institutions in the region. The survey methods are detailed in an appendix. The institutions for which faculty data are included account for 94 percent of total four-year enrollments and 79 percent of total two-year enrollments in 1976-77. Data were obtained on race and discipline of 97,053 four-year and 34,725 two-year full-time faculty members. The report covers only faculty with teaching responsibilities and excludes those in full-time administrative positions. "Discipline" in this report refers to the subject area in which faculty teach, not to their field of preparation. The Higher Education General Information Survey (HEGIS) classification of disciplines was used, with certain adjustments which are described in an appendix. The two primary variables covered are race and discipline of faculty. Additionally, tenure, rank, and degree level data on faculty were obtained from some institutions. (Author/MSE)

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Highlights

- Black representation on college faculties in the public institutions in the South continues to be low relative to the share blacks constitute of the total population, or of college enrollments. According to the results of the survey, no more than 8 percent of total faculty in public institutions of the region are black. Blacks account for 18.8 percent of the South's population and 15.1 percent of total collegiate enrollment in the region.
- Blacks have greater representation in some disciplines than in others. The most striking concentration of blacks is in the field of education, where they comprise 16 percent of total faculty in the four-year colleges and universities. At present, almost a third of total black faculty in the four-year sector are found in the education discipline.
- Blacks are relatively well represented in the disciplines of library science, home economics, and public affairs. They have lower than average representation in architecture, accounting, engineering, and physical science.
- Almost three-fourths of the black faculty in the region's four-year colleges and universities are employed in the predominantly black institutions. The concentration of black faculty in those institutions is lower in some disciplines, such as public affairs and foreign languages.
- A black faculty member is less likely to be tenured, to hold the rank of full professor, and to have earned a doctorate, than is a white faculty member. There is a greater likelihood of black faculty holding professorial rank and tenure if employed at predominantly black institutions. Conversely, white faculty are less likely to be tenured or to hold professorial rank in the black institutions.
- For all four-year colleges and universities, doctorates are held by 65 percent of total faculty but only 37 percent of black faculty. There is a greater likelihood for both black and white faculty to hold doctorates if employed in predominantly white institutions.
- When data on new doctorates are examined, it is clear that the number of such degrees earned by blacks in the Southern region is not sufficient to augment the current representation of blacks on the faculties of the region. The situation is aggravated by the fact that 75 percent of all degrees earned by blacks in the region at the master's and doctoral levels are in the field of education—a discipline in which black faculty representation is much higher than the average, and in which enrollments are declining.
- Until there is an increase in the number of advanced degrees earned by blacks in the region, especially at the doctoral level, and until black graduate students are more widely dispersed among disciplines other than education, it will be very difficult to increase black representation on college faculties in the region.

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Racial Composition of Faculties in Public Colleges and Universities of the South

Eva C. Galambos

Southern Regional Education Board 1979 $2.50
130 Sixth Street, N.W. Atlanta, Georgia 30313

Foreword

This report presents findings and conclusions of an inquiry into the racial composition of faculty at predominantly white institutions and at predominantly black institutions in the public sector of higher education in the South. While the need for further integrated faculties at both categories of institutions is implied, from a more immediate point of view the study is concerned with the problem of shortages in the overall supply, by academic discipline, of black faculty personnel.

The study offers convincing evidence that the shortage of black academic manpower in many disciplines, except for education and a few other fields, is more critical than is generally realized. Since we know that tremendous progress has been made in improvement of access by blacks to postsecondary education, there would appear to be significant slippage in rates of baccalaureate completion by blacks and in recruitment to and completion of graduate education, particularly in the arts and sciences.

It is believed that these data will prove useful to statewide and institutional planners of programs and curricula, to persons involved in public policy issues arising from questions of faculty recruitment and advancement, and to counselors of students planning to pursue education for advanced degrees. A grant from the Ford Foundation, which has made the study possible, is gratefully acknowledged.

Winfred L. Godwin
President

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Introduction

This report summarizes the distribution of full-time faculty, by race and discipline, in the public four-year and two-year institutions of the 14 states of the Southern Regional Education Board (SREB) region. The data were gathered with partial support by a grant from the Ford Foundation.

A basic objective of the project was to develop baseline data on full-time black faculty, by disciplines, in public institutions of higher education within the region. Such information, in conjunction with data on newly entering black faculty (i.e., annual graduate degrees earned by blacks), constitutes the current supply of black faculty in the various disciplines. Heretofore, the lack of such data by discipline has been one of the weaknesses in developing and implementing affirmative action plans.

The market for college faculty is a national one, so that supply of faculty, by race and discipline, in 14 Southern states constitutes only a partial view of the total supply within the nation. However, the distribution of faculty by race and discipline in the Southern region is illustrative of the national picture and, therefore, should be helpful for program planning and affirmative action implementation.

The information in this report was obtained primarily by surveying individual public four-year and two-year institutions in the region. The survey methods are detailed in Appendix A. The institutions for which faculty data are included account for 94 percent of total four-year enrollments and 79 percent of total two-year enrollments in 1976-77.

Data were obtained on race and discipline of 97,053 four-year and 34,725 two-year full-time faculty members. The report covers only faculty with teaching responsibilities and excludes those in full-time administrative positions.

"Discipline" in this report refers to the subject area in which faculty teach, not to their field of preparation. The Higher Education General Information Survey (HEGIS) classification of disciplines was used, with certain adjustments which are described in Appendix A. The two primary variables covered are race and discipline of faculty. Additionally, tenure, rank, and degree level data on faculty were obtained from some institutions. The percentages of total reported faculty for whom these additional variables were provided are summarized below:

	4-Year Institutions	2-Year Institutions
Tenure Information	86%	86%
Rank Information	66	74
Degree Level Information	34	26

The major findings of this survey are described and discussed in Section 1 of this report. Further detail is presented in Section 2. Readers who are interested in the distribution of faculty by finer breakdowns of discipline are referred to the tables in Appendixes B and C.

Section 1
Major Findings

Distribution of Faculty by Race: Four-Year Institutions

Four-year institutions were classified into three groups according to the racial character of their enrollments: (1) white (less than 5 percent black), (2) black (80 to 100 percent), and (3) substantially integrated (all other). According to this classification, 51 percent of four-year faculty are at "substantially integrated" institutions, 41 percent are at "white," and 8 percent are at "black" institutions.

Eight percent, or 7,704, of the more than 97,000 faculty accounted for in this survey in the four-year colleges and universities of the region are black, and three-fourths of the black faculty are concentrated in the black institutions. Black representation on college and university faculties is well below the 18.8 percent which blacks represented of total population in the region in 1975, as well as the 15.1 percent which black students constituted of total college enrollments in the region in 1976. As shown in Figure 1, the proportion of black faculty is correlated with proportion of black enrollment. However, there is greater representation of the faculty that is of the "other race" in the black institutions than in the white institutions. Black colleges and universities have been employing white faculty (and other minority faculty) in greater proportions than the white institutions have been employing black (and other minority) faculty, especially when distribution of total faculty among institutions is taken into consideration.

Some of the disparities in the employment of black faculty may be accounted for by their distribution among disciplines. The distribution of black faculty among fields of study[1] is quite different from that of white faculty (see Table 1). A notable finding of this survey for four-year institutions is the tremendous concentration of black faculty in the education discipline. Almost one-third of total black faculty are concentrated in this field, as compared to only 13 percent of white faculty. This large representation of black faculty in education results in blacks constituting 16 percent of total faculty in this discipline, which is twice their average representation in all fields of study.

Another major field in which black faculty are heavily represented is public affairs, which includes the field of social work. Again, blacks in this field have twice the level of representation which is average for all fields of study, and the proportion of total black faculty in the field is much higher than that of white faculty. Social science, home economics, and library science are other major disciplines in which blacks have higher than average representation.

Disciplines where blacks have lower than average representation include engineering, accounting, and architecture. In each of these, the proportion of total white faculty in the discipline is double that of black faculty. The distribution of black faculty is similar to that of white faculty in biological sciences, business and management (exclusive of accounting), fine arts, foreign languages, letters, mathematics, and psychology.

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FIGURE 1

Racial Composition of Faculty

4-Year Institutions

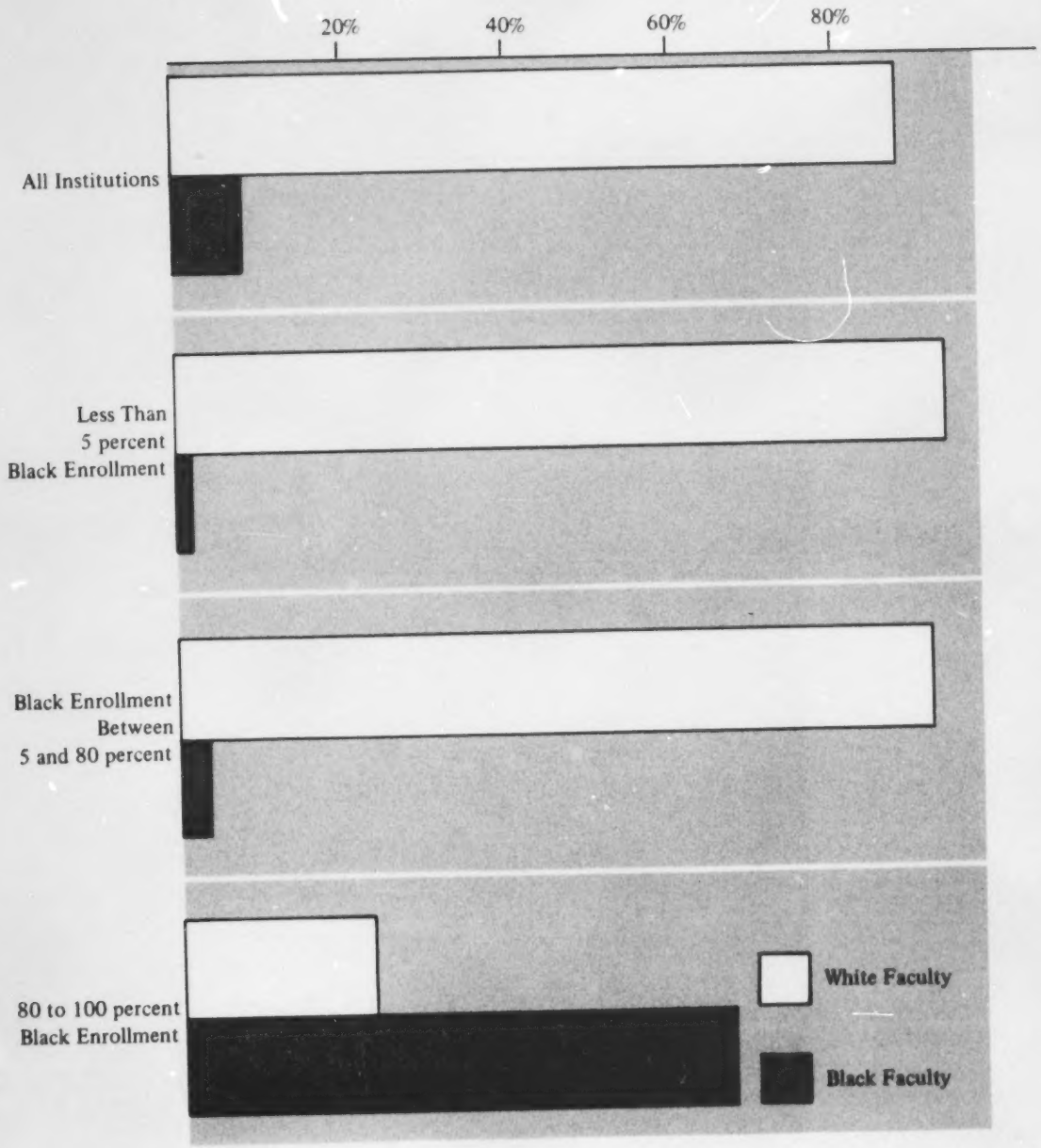

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TABLE 1

Number and Percent of Black Faculty in Major Disciplines; Black and White Percentage Distributions by Discipline

4-Year Institutions

	Number Black	Black, Percent of Field	Percentage Distribution	
			Black Faculty	White Faculty
General Studies	130	15.2%	1.7%	.8%
Agriculture	175	4.3	2.3	4.8
Architecture & Design	27	3.7	.4	.8
Biological Sciences	357	6.4	4.6	5.8
Business & Management (Less Accounting)	400	6.3	5.2	6.6
Accounting	29	4.0	.4	.8
Communications	51	5.6	.7	1.0
Computer Sciences	40	5.9	.5	.7
Education	2,221	16.0	28.8	13.3
Engineering	165	3.1	2.2	5.5
Fine & Applied Arts	421	7.3	5.5	6.1
Foreign Languages	131	5.9	1.7	2.2
*Health Professions	394	3.4	5.3	12.5
Home Economics	212	13.7	2.8	1.5
Law	71	6.4	.9	1.2
Letters	640	9.4	8.3	7.1
Library Science	71	14.3	.9	.5
Mathematics	333	9.3	4.3	3.5
Military Science	60	21.6	.8	.3
Physical Science	233	4.5	3.0	5.4
Psychology	173	8.0	2.2	2.3
Public Affairs	230	16.4	3.0	1.3
Social Sciences	763	9.1	9.9	8.5
Interdisciplinary Studies	25	6.1	.3	.5
Business & Commerce Technology	5	2.3	.1	.2
*Health Technology	50	14.8	.6	.4
Mechanical & Engineering Technology	11	22.0	.1	—
Arts & Sciences	84	36.1	1.1	.1
Letters & Arts	145	3.7	1.9	4.2
Science & Mathematics	57	3.6	.7	1.7
All Fields	7,704	7.9	100.0†	100.0†
*Nursing	169	6.6	2.2	2.8

* Nursing is a subfield of Health Professions and Health Technology.

† Percentages may not add to 100 due to rounding.

Important variations exist among some subfields for which detailed data are shown in Appendix B. For example, among the social sciences there is greater black representation in sociology and history than in economics. In engineering, black representation is considerably higher in engineering technologies than for the field as a whole. The same is true for secretarial studies as compared to business and management as a whole. Nursing, a subfield of the health professions, has a greater representation of black faculty than is true for the field as a whole.

Two major reasons help to account for the disparities of black representation in the various academic disciplines of college and university faculties: the small number of advanced degrees earned by blacks, and the continued concentration of advanced degrees held by blacks in the field of education. Since an advanced degree is an almost universal requirement for a faculty appointment, an increase in the number of blacks earning such degrees is the essential key to increased black representation on college faculties in the region.

In 1975-76 the percentages of doctorates earned by blacks in the United States and in the region continued to fall far below black shares of bachelor's and master's degrees.

Percentage of Total Degrees Earned by Blacks, 1975-76[2]

	Bachelor's	Master's	Doctoral
United States	6.4%	6.5%	3.6%
SREB Region	11.4	11.3	4.3

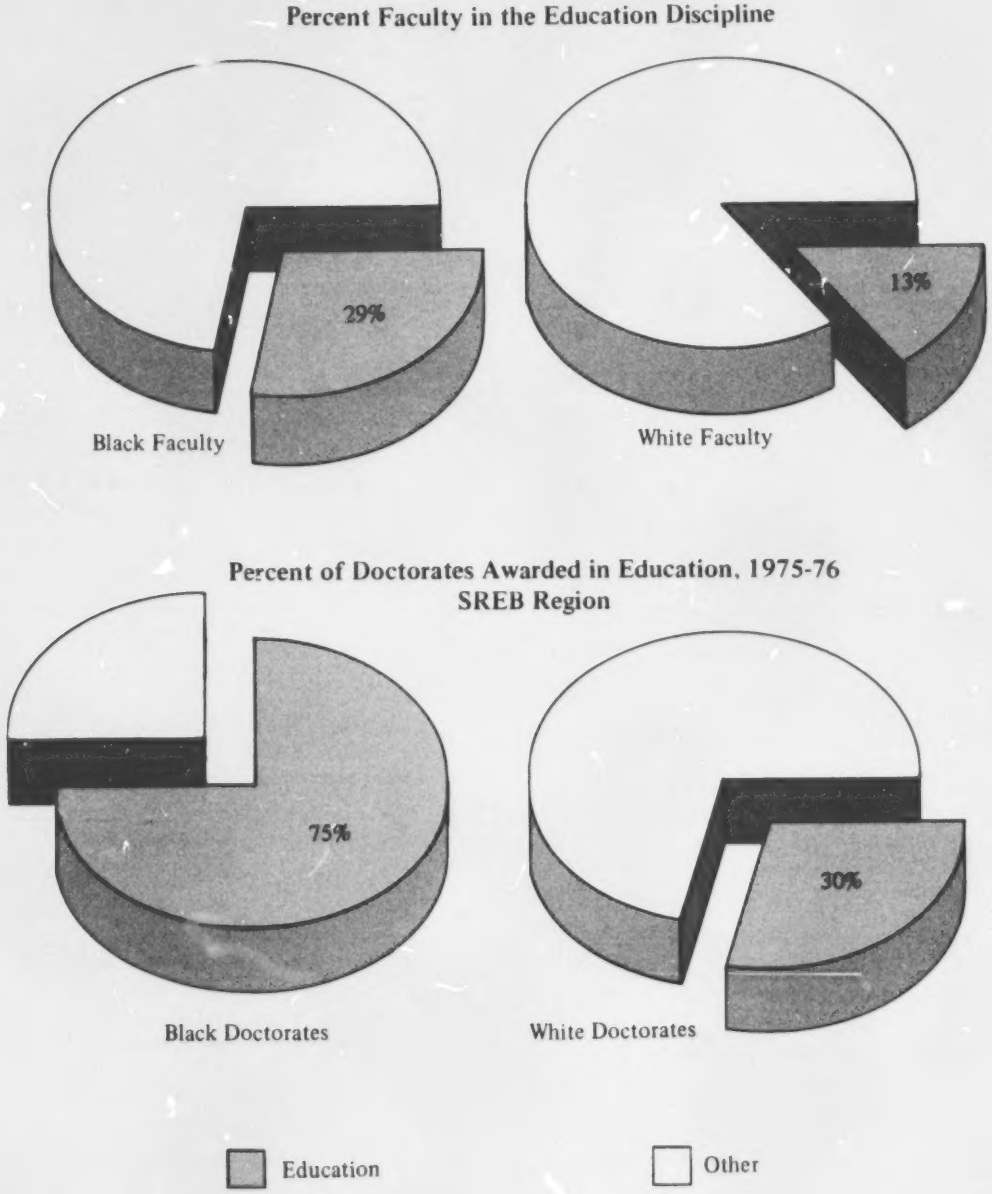
The number of doctorates earned by blacks in the region in 1976 (320) represents only 4.2 percent of total black faculty as reported in this survey for *public* four-year colleges and universities. The percentage would, of course, be even lower if private institutions were included in the survey. Correspondingly, white doctorates constitute 7.4 percent of white faculty at four-year public institutions. The number of doctoral degrees earned by blacks in the region is just slightly larger than the number of new faculty needed to offset an annual faculty replacement rate of 3.5 percent. (This was the *minimum* rate estimated in a recent SREB study for total faculty annual replacement needs in the region at *all* degree levels.[3]) If only a small part of the new black doctorates take jobs in industry and government or in two-year colleges, the remainder would not be sufficient to maintain the present level of black representation in four-year institutions, much less to increase it.

If it is realistic to expect that increased black representation on college faculties might come about through new appointees with master's degrees, the outlook would be brighter. In 1975-76, a total of 8,903 master's degrees was earned by blacks in the region. This number would represent a sizable pool from which to augment the present number of 7,704 black faculty identified in the public four-year institutions in the region in this survey—assuming that master's degree faculty aspirants, whether black or white, can compete in the academic market with a surplus of doctoral applicants.

When the future outlook for black faculty representation is examined by *disciplines*, the situation is even graver. At present, 29 percent of total black faculty in the four-year public institutions are found in the education discipline, and 16 percent of total faculty in this discipline are black. With this relatively high level of representation, there appears to be little likelihood of any substantial increase in black representation in this discipline. Yet black graduate students continue to concentrate in the education field. In 1975-76, 75 percent of all degrees at both the master's and doctoral levels earned by blacks in the region were in this discipline (Figure 2). It will be difficult to generate a greater supply of black faculty in disciplines other than education when only 25 percent of all advanced degrees awarded to blacks in the region are divided among all the remaining disciplines. Indeed, the two disciplines—after education—with the next highest numbers of black doctorates in the region (13 degrees in biological sciences and 11 degrees in social sciences) are in fields in which black representation is not especially low.

FIGURE 2

Proportions of Blacks in Education Discipline, Current Faculty and New Doctorates



Academic disciplines in which the employment outlook for students is brightest are likely to be the ones with the greatest need for new faculty in the years to come. Education and the social sciences are not expected to be in this category. On the other hand, business and management, engineering, and computer sciences have brighter prospects for student employment. Black faculty representation is relatively low in these fields, and, as has been indicated, much of the concentration of blacks in engineering is in the technologies, while black representation in business and management tends to be higher in the secretarial studies area than in accounting.

Since the market for college faculty is national, one might expect that the small number of doctorates earned by blacks in the region might be augmented by those from other regions, through migration to institutions in the South. Yet at the national level, too, blacks at the advanced degree levels continue to concentrate in the education discipline (55 percent and 61 percent of all doctorates and master's degrees, respectively, in 1975-76). With less than 20 doctorates per field in such areas as engineering, the health professions, and computer sciences, the national supply of new black doctorates in disciplines where they are underrepresented and in which student enrollments are strong holds little promise of alleviating black faculty underrepresentation in the region's institutions.

Although black representation on faculties is low in fields where mathematics is applied (accounting, engineering, and computer sciences), the same is not true for black representation in mathematics *per se*. According to the results of the survey, for four-year institutions, 9.3 percent of total faculty in mathematics are black, as compared to the 7.9 percent representation across all fields. However, most black faculty in mathematics are concentrated in the black colleges and universities. These institutions are not as likely to offer programs in applied mathematics, and this may help to account for the dearth of black representation in these fields. As an increasing proportion of black graduate students choose white or substantially integrated universities for advanced studies, where programs such as engineering and computer science are offered, it might be expected that black representation in these fields would gradually increase, especially if greater stress is placed on this direction.

Just as black students at the master's and doctoral levels in the past appear to have chosen mathematics over fields to which mathematics is applied, so have they tended to concentrate in biology rather than in the health professions. Again, this may be a reflection of past program availabilities—a situation that could change, especially if greater emphasis were given to such choices in counseling black graduate students.

Tenure, Rank, and Degree Levels

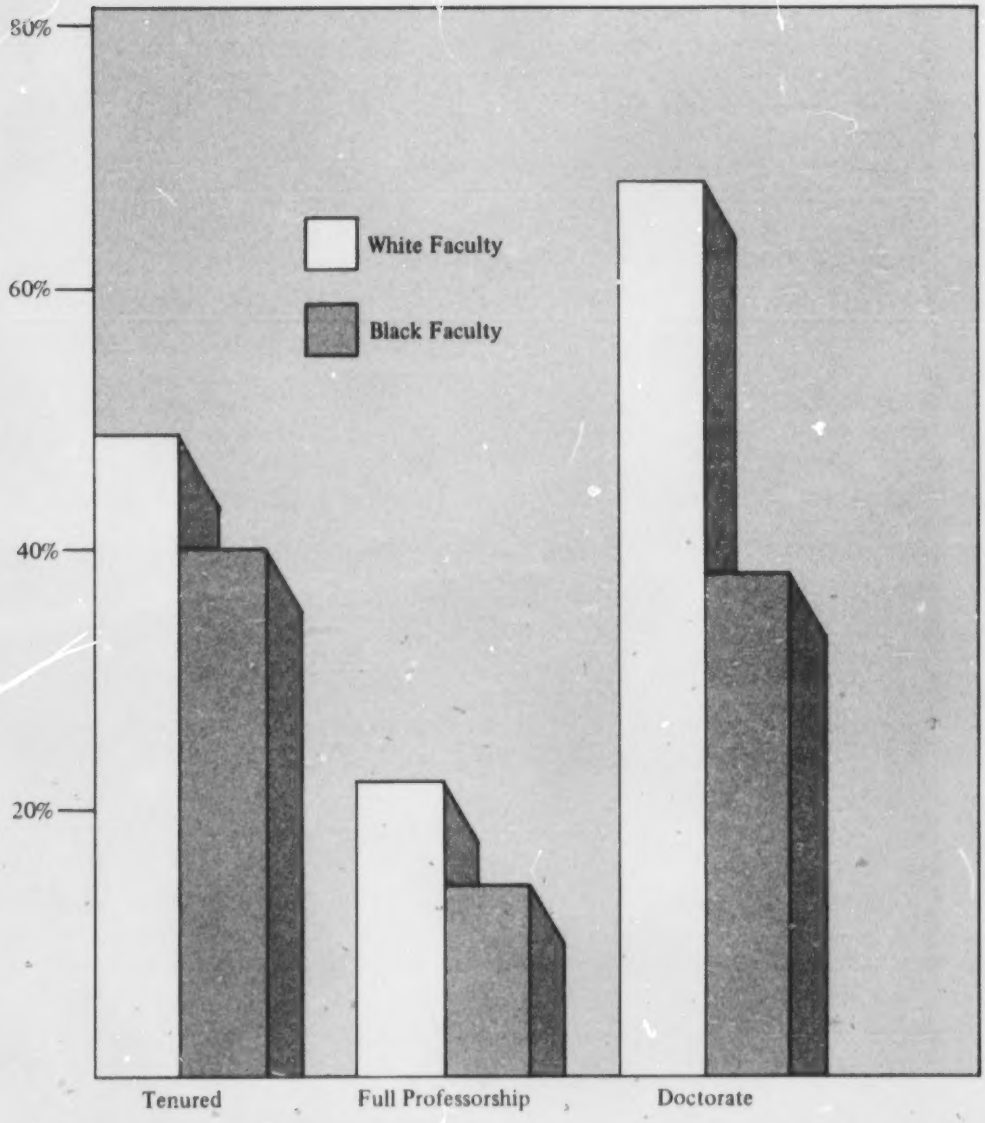
In general, a black faculty member is less likely to be tenured, to hold the rank of full professor, and to have earned a doctorate than is a white faculty member. The comparisons between the proportions of black and white faculty holding tenure, professorial rank, and the doctorate are shown in Figure 3. Some of the differences found in these variables could possibly be accounted for by age, length of employment, and type of appointment variations between black and white faculty. The survey, however, did not include information on these points.

With regard to tenure, 40 percent of black faculty are tenured, as compared to 47 percent of white faculty; insofar as rank is concerned, 14 percent of all black faculty hold full professorial rank, as compared to 22 percent of all white faculty. Blacks are more likely to be

FIGURE 3

Percentage of Black and White Faculty Holding Tenure, Full Professorship and Doctorate

4-Year Institutions



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tenured and to hold professorial rank in the black than in the white institutions, with intermediate likelihood at substantially integrated institutions. In the black institutions, the percentage of black faculty that are tenured is almost the same as for *all* faculty across all institutions. Conversely, white faculty are less likely to be tenured and to hold professorial rank in the black than in the white institutions.

Although not as many institutions provided information on degrees of faculty as on tenure and rank, those responding are evenly distributed among institutions in the three categories of black enrollment proportions. The distribution of doctorates among black faculty, among institutions, is just the opposite of the finding on tenure and rank; the proportion of black doctorates is least in black, higher in integrated, and highest in white institutions. In the white institutions 52 percent of all black faculty hold the doctorate (as compared to 70 percent for white faculty). In the black institutions, in which almost three-fourths of total black faculty are employed, only 35 percent of all black faculty hold the doctorate (as compared to 59 percent for white faculty). These differences in incidence of black faculty with doctorates may indicate a greater capacity on the part of the white institutions to attract available black doctoral degree holders than is the case with the black institutions. By the same token, the white institutions may be less willing to employ blacks who do not hold the doctorate. It is also noted that the proportion of white faculty with the doctorate is considerably lower at black institutions than it is in white institutions.

Differences in tenure and rank distributions of black faculty among disciplines are detailed in Section 2. Black faculty in library science, foreign languages, and the general arts and science classifications hold tenure status more often than white faculty. Tenure status for blacks is not particularly widespread in education and public affairs, the two fields in which they have the highest representation. In public affairs, where many programs are of fairly recent vintage, it should be noted that white faculty are also less likely to be tenured than in other disciplines.

Notable differences among disciplines insofar as rank is concerned occur in the biological and physical sciences, in which the percentage of blacks ranked as full professors exceeds the average 14 percent across all fields, and engineering and the health professions, in which blacks have much lower than average representation in the professorial rank. These differences tend to corroborate the historically greater participation of blacks in some basic sciences (biology and chemistry) than in the newer applied fields which often have not been offered in the predominantly black institutions.

Distribution of Faculty by Race: Two-Year Institutions

Two-year institutions were classified into three groups according to the racial character of their enrollments: (1) white (less than 10 percent black), (2) integrated (10 to 35 percent black), and (3) substantially black (35 percent and higher). The percent of total faculty at the three respective categories is 46 percent, 44 percent, and 10 percent.

The representation of black faculty in two-year institutions (7.2 percent of total faculty) is even lower than in the four-year sector, despite the fact that blacks comprise a greater proportion of total enrollments in two-year than in four-year institutions.

Since two-year colleges are of more recent vintage than the four-year sector, there is a greater likelihood of dispersion both of black students and of faculty among institutions and, therefore, a lesser concentration of black faculty in those two-year colleges where black

TABLE 2

Number and Percent of Black Faculty in Major Disciplines; Black and White Percentage Distributions by Discipline

2-Year Institutions

	Number Black	Black, Percent of Field	Percentage Distribution	
			Black Faculty	White Faculty
General Studies	86	16.5%	3.5%	1.4%
Biological Sciences	95	6.4	3.8	4.3
Business & Management	27	11.0	1.1	.7
Communications	6	2.5	.2	.6
Computer & Information Sciences	2	3.6	.1	.2
Education	315	13.7	12.8	6.1
Engineering	3	2.1	.1	.4
Fine & Applied Arts	77	3.1	3.1	7.4
Foreign Languages	14	2.5	.6	1.4
*Health Professions	8	4.9	.3	.5
Home Economics	8	6.6	.3	.4
Letters	305	6.3	12.3	14.1
Library Science	11	12.1	.4	.2
Mathematics	158	6.3	6.4	7.2
Physical Science	53	3.8	2.2	4.2
Psychology	118	7.0	4.7	4.8
Social Sciences	298	6.9	11.9	12.4
Interdisciplinary Studies	11	7.6	.4	.4
Business & Commerce Technology	248	6.7	9.9	10.9
Data Processing Technology	2	1.1	.1	.6
*Health Services Technology	205	8.9	8.2	6.7
Mechanical & Engineering Technology	139	6.5	5.6	6.3
Natural Sciences Technology	12	5.5	.5	.7
Public Service Technology	65	14.0	2.6	1.3
Arts & Sciences	24	8.4	1.0	.8
Letters & Arts	102	10.2	4.1	2.9
Science & Mathematics	94	10.5	3.8	2.5
All Fields	2,486	7.2	100.0†	100.0†
*Nursing	110	11.3	4.4	2.8

* Nursing is a subfield of Health Professions and Health Technology.

† Percentages may not add to 100 due to rounding.

enrollments are highest. Whereas almost three-fourths of black faculty in the four-year institutions are found in the black four-year colleges and universities (with black enrollments of at least 80 percent), of the 2,500 black faculty members identified in the two-year colleges, less than one-third teach in institutions with black enrollments of at least 35 percent. (The term "black institutions" was not used with reference to two-year institutions in this study because concentrations of black enrollment as high as 80 percent are rare in these schools.)

The concentration of black faculty in certain disciplines is also less marked in the two-year sector[4] than in the four-year institutions (see Table 2). Although, compared to white

faculty, blacks are more heavily represented in education and the public service technologies, they are not as heavily concentrated in these fields in the two-year as in the four-year faculties. They have relatively strong representation in the undifferentiated fields (general studies, letters and arts, and science and math) where departmental organization combines numerous disciplines rather than sorting out discrete ones.

Black representation is higher in the health service technology area in the two-year colleges than in the health professions field in the four-year institutions. This reflects the greater likelihood of finding black faculty in the allied health and nursing faculties in two-year programs than in the professional and advanced programs in senior institutions.

Differences in tenure among black and white faculty in the two-year sector are not especially meaningful, since there is no tenure system in many of these intitutions. Examinations of rank are also less meaningful here than in the four-year sector, since all faculty in many two-year colleges are either unranked or are ranked as instructors. In fact, three-fourths of all faculty for whom rank was given were designated as instructors. Thus, the slight difference in the two percent versus four percent of black and white faculty, respectively, with full professorial rank is not very significant.

Although degree level data were provided for only one-fourth of all two-year faculty, the differences for black and white faculty parallel those reported for four-year institutions. While 13 percent of white two-year college faculty hold a doctorate, only 7 percent of black faculty are at this level. As was noted for four-year institutions, the likelihood of advanced degrees for black faculty decreases as the percentage of black enrollment increases. A baccalaureate is the highest degree held by one-third of the black faculty in the two-year institutions with the highest percentage black enrollments, yet the corresponding proportion in the institutions with the lowest black enrollments is only 17 percent. As was shown to be the case for the four-year institutions, white faculty also have the highest likelihood of the least educational preparation in these two-year colleges that have the highest black enrollments. The representation of black and white faculty by degree levels is shown in Figure 4.

The increasing number of blacks earning a master's degree may provide a supply whereby black representation might be strengthened in the region's two-year colleges, where a master's degree is the norm for faculty. Yet the continuing concentration of blacks in the discipline of education, at the master's as well as the doctoral level, is a grave impediment to the wider representation of black faculty even in the two-year colleges. With a concentration in education reaching 75 percent of the 8,900 master's degrees earned by blacks in the region in 1975-76, only 2,200 degrees are available across all other disciplines. One-fifth of those are in public affairs, again a discipline in which blacks are already strongly represented in both two-year and four-year institutions.

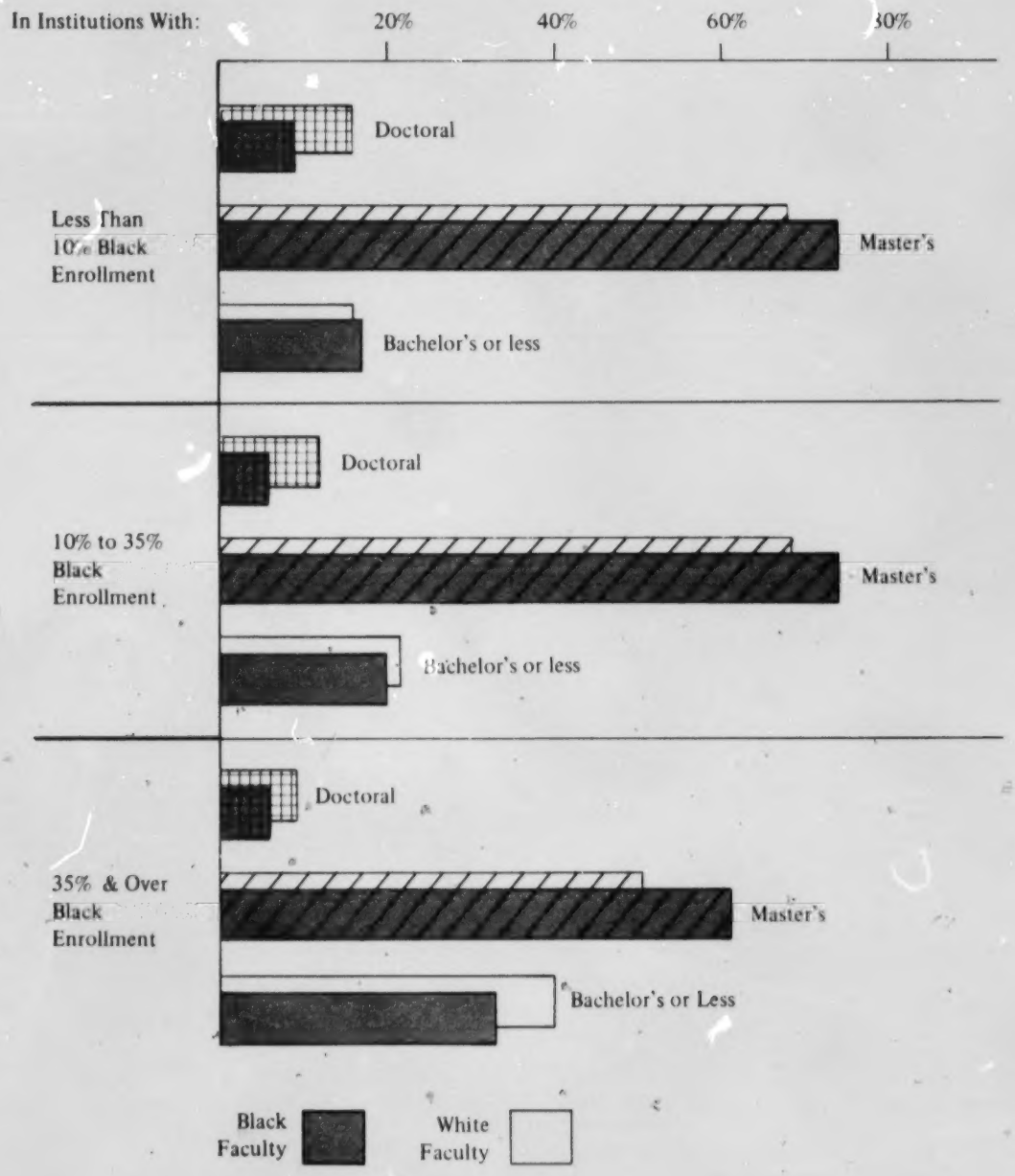
Summary of Major Findings

In both the four-year and two-year public institutions of the region, black faculty are underrepresented relative to the shares that blacks constitute of total population in the South and of college enrollments. In the four-year colleges and universities, much of the black faculty that is available is concentrated in the black institutions. Indeed, the percentage of all black faculty which serve in the black colleges and universities substantially exceeds the percentage of all black students enrolled in these institutions.

FIGURE 4

Percentage of Black & White Faculty by Highest Degree Levels and Percentage Black Enrollment of Institution

2-Year Institutions



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Within the relatively scarce complement of black faculty employed in the region, there is substantial concentration in education and public affairs, and underrepresentation in other fields, such as engineering, accounting, and computer sciences. Unfortunately, fields in which black faculty are overrepresented relative to all disciplines are also fields where the employment outlook for students is relatively weak. Education is already a crowded field. On the other hand, accounting is in dire need of qualified faculty. The continuing overwhelming concentration of black graduate students in the field of education, along with current black faculty overrepresentation in that field, makes bleak the outlook for increasing black faculty in the fields where they are sorely needed.

Black faculty have a lower likelihood of attaining tenure, of holding a full professorial appointment, or of being prepared at the doctoral level than is the case for white faculty. Differences in tenure and rank might be accounted for by differences between black and white faculty in age, length of employment, and type of appointment, but these variables were not a part of this study. For both two-year and four-year institutions, the average percentage of black and white faculty with the highest academic degrees declines in institutions as the proportion of black enrollment rises.

The limited number of doctorates currently awarded to blacks in the region does not augur well for increasing the representation of blacks among the faculties of the region. The number of master's degrees earned is much larger and would provide a pool of potential faculty, at least for two-year colleges where a master's degree is the norm, if the black students, even at this level of graduate education, were not so highly concentrated in the field of education.

In summary, the key to greater black representation on college faculties lies both in greater numbers of graduates with advanced degrees and a greater dispersion of such students among disciplines other than education. So long as 75 percent of all black advanced degrees in the region tend to be in the field of education, very little additional representation of black faculty is likely to occur.

Section 2
Detailed Findings

Distribution of Faculty by Race: Four-Year Instructions

Of the 97,053 faculty accounted for in this survey on the primary variables of race and discipline, 7.9 percent are black, 88.2 percent are white, and the remainder is distributed between "other minority" or "minority, race not specified." As can be seen in Table 3, only 1.6 percent of total faculty in white institutions are black, compared to 67.7 percent in black colleges and universities

Conversely, 95 percent of faculty are white in the white institutions, compared to 24 percent in the black institutions. There is, however, a greater representation of "other race" faculty in the black institutions than in the white institutions.

TABLE 3

Percentage Distribution of Faculty by Race and Percent Black Enrollment

4-Year Institutions

	Black	White	Other Minority	Minority, Not Specified	All Races†
All Institutions	7.9%	88.2%	3.4%	.5%	100%
Black Enrollment Less Than 5%	1.6	95.1	3.0	.3	100
Black Enrollment 5% to 80%	3.0	93.4	3.0	.6	100
Black Enrollment 80% and Higher	67.7	23.8	7.3	1.2	100

† Percentages may not add to 100 due to rounding.

The distribution of faculty by race is seen from a different perspective in Table 4. Black institutions account for 8.5 percent of all faculty. However, they account for 73 percent of total black faculty and only 2.3 percent of all white faculty. The white institutions, where almost 41 percent of all faculty are employed, account for 8.3 percent of all black faculty and 44 percent of all white faculty. When "other race" distribution is related to the distribution of total faculty among institutions classified by proportions of black enrollment, the likelihood of black representation in the white schools is lower than that of white representation in the black schools. In other words, 8.3 percent black to 41 percent total faculty (in the white institutions) is a lower ratio than 2.3 percent white to 8.5 percent total faculty in the black colleges and universities.

TABLE 4

Distribution of Faculty by Race and Percent Black Enrollment

4-Year Institutions

	Black		White		Other Minority		Minority, Not Specified		All Races	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Black Enrollment Less Than 5%	641	8.3%	37,499	43.8%	1,192	36.5%	115	22.1%	39,447	40.6%
Black Enrollment 5% to 80%	1,462	19.0	46,097	53.9	1,467	44.9	304	58.5	49,330	50.8
Black Enrollment 80% and Higher	5,601	72.7	1,966	2.3	608	18.6	101	19.4	8,276	8.5
All Institutions†	7,704	100.0	85,562	100.0	3,267	100.0	520	100.0	97,053	100.0

†Percentages may not add to 100 due to rounding.

Distribution of Faculty by Disciplines

Faculty distribution by disciplines across all institutions has been shown in Table 1 and discussed above. There is considerable variation in the representation of black faculty by discipline among institutions with various proportions of black enrollment, as shown in Table 5. While 72.7 percent of black faculty in all fields are employed by the black institutions, in some disciplines there is substantially less concentration of black faculty. While blacks constitute 8.3 percent of total faculties across all disciplines in institutions with less than 5 percent black enrollments, they have substantially higher representation within these institutions in the following disciplines: general studies, agriculture, architecture, foreign languages, health professions, law, and public affairs. In the fields of foreign languages, health professions, law, and public affairs, at least 50 percent of black faculty are employed in institutions not predominantly black.

Physical sciences, mathematics, engineering, accounting, and computer sciences are all disciplines in which at least 85 percent of black faculty are found in the black institutions, and these are all fields with a mathematical orientation. Several of these fields are disciplines in which black representation across all institutions is quite low.

Distribution of Faculty by Race and Tenure

Tenure status was indicated for 86 percent of faculty in four-year institutions. The distribution of faculty by tenure and race is shown in Table 6. For all four-year institutions, 40 percent of black faculty are tenured, and 47 percent of white faculty are tenured. Fifty percent of black faculty and 39 percent of white faculty are non-tenured. The remainders (10 percent and 13 percent for black and white faculties, respectively) account for faculty where tenure status was not specified.

Black faculty have a higher likelihood of being tenured in the black institutions than in those where black enrollment is less than 80 percent. Conversely, white faculty have a greater likelihood of being tenured in the white institutions, with only 25 percent of white faculty being tenured in the black institutions.

TABLE 5

Percent of Black Faculty in Major Disciplines By Percent Black Enrollment of Institutions

4-Year Institutions

	Total Number Black	Percent of Black Faculty at Institutions with the Following Percentages Black Enrollment:		
		Less Than 5%	5% to 80%	80% and Higher
General Studies	130	13.8%	18.5%	67.7%
Agriculture	175	24.6	3.4	72.0
Architecture & Design	27	25.9	–	74.1
Biological Sciences	357	8.4	8.1	83.5
Business & Management (Less Accounting)	400	11.5	14.0	74.5
Accounting	29	3.4	6.9	89.7
Communications	51	–	19.6	80.4
Computer Sciences	40	–	12.5	87.5
Education	2,221	6.2	17.7	76.1
Engineering	165	1.8	5.5	92.7
Fine & Applied Arts	421	5.2	24.7	70.1
Foreign Languages	131	38.2	16.0	45.8
*Health Professions	394	15.0	51.3	33.8
Home Economics	212	4.7	15.1	80.2
Law	71	16.9	43.7	39.4
Letters	640	6.3	14.8	78.9
Library Science	71	4.2	15.5	80.3
Mathematics	333	2.4	9.0	88.6
Military Science	60	–	13.3	86.7
Physical Science	233	6.0	6.9	87.1
Psychology	173	6.4	20.8	72.8
Public Affairs	230	12.6	38.7	48.7
Social Sciences	763	8.5	25.0	66.4
Interdisciplinary Studies	25	16.0	76.0	8.0
Business & Commerce Technology	5	80.0	20.0	–
*Health Technology	50	4.0	16.0	80.0
Mechanical & Engineering Technology	11	–	27.3	72.7
Arts & Sciences	84	–	1.2	98.8
Letters & Arts	145	14.5	15.2	70.3
Science & Mathematics	57	3.5	14.0	82.5
All Fields	7,704	8.3	19.0	72.7
*Nursing	169	10.1	55.6	34.3

* Nursing is a subfield of Health Professions and Health Technology.

When the percentage of tenured faculty who are black (Table 7) is compared to the percentage that black faculty constitute of total faculty in all institutions (Table 3), it is evident that there is a slightly lower likelihood of black faculty being tenured than would be expected by their representation on the total faculty. While for all institutions black faculty account for 7.9 percent of total faculty, they account for only 6.8 percent of total *tenured* faculty. Among the black institutions, however, where black faculty account for 67.7 percent of all faculty, they account for 77.3 percent of all tenured faculty (see Table 7).

TABLE 6

Percentage Distribution of Faculty by Race, Tenure, and Percent Black Enrollment

4-Year Institutions

	Black	White	Other Minority	Minority, Not Specified	All Races
All Institutions					
Tenured	40%	47%	43%	3%	46%
Not Tenured	50	39	47	15	40
Tenure Not Specified	10	13	10	82	14
Total†	100	100	100	100	100
Black Enrollment Less Than 5%					
Tenured	33	51	41	8	50
Not Tenured	64	41	54	21	42
Tenure Not Specified	3	8	5	71	8
Total†	100	100	100	100	100
Black Enrollment 5% to 80%					
Tenured	24	45	44	–	45
Not Tenured	52	37	41	13	37
Tenure Not Specified	24	18	15	87	18
Total†	100	100	100	100	100
Black Enrollment 80% and Higher					
Tenured	45	25	41	4	39
Not Tenured	48	54	49	14	49
Tenure Not Specified	7	21	10	82	11
Total†	100	100	100	100	100

† Percentages may not add to 100 due to rounding.

Distribution of Faculty by Race, Tenure Status, and Discipline

The distribution of faculty by race, tenure status, and discipline for all institutions is shown in Table 8. There is some variation among disciplines from the average pattern across all disciplines, namely, 40 percent of black faculty holding tenure, versus 47 percent of white faculty with this status. When disciplines are examined in which there are at least 60 black faculty members, biological sciences, law, physical sciences, fine and applied arts, and mathematics are fields with equal or almost equal percentages of tenured faculty for blacks and whites. The percentage of tenured faculty is higher for blacks than whites in library science, foreign languages, and in the arts and science classifications. Blacks have a substantially lower percentage tenure status relative to the average for all disciplines in public affairs and in the letters and arts area.

Distribution of Faculty by Race and Rank

Rank of faculty was reported for 63,960 faculty members; or 66 percent of the total included in the survey. There was a slightly greater likelihood of faculty rank being reported for white faculty than for black, with 66 and 59 percent of white and black faculty, respectively, accounted for in the data detailing faculty rank.

TABLE 7

Percentage Distribution of Faculty By Tenure, Race, and Percent Black Enrollment

4-Year Institutions

	Black	White	Other Minority	Minority, Not Specified	All Races†
All Institutions					
Tenured	6.8%	90.1%	3.1%	–	100%
Not Tenured	9.9	85.9	4.0	.2%	100
Tenure Not Specified	5.9	88.2	2.6	3.3	100
Black Enrollment Less Than 5%					
Tenured	1.0	96.4	2.5	–	100
Not Tenured	2.5	93.4	3.9	.1	100
Tenure Not Specified	.7	94.9	1.7	2.6	100
Black Enrollment 5% to 80%					
Tenured	1.6	95.5	2.9	–	100
Not Tenured	4.1	92.4	3.2	.2	100
Tenure Not Specified	4.0	90.6	2.5	2.9	100
Black Enrollment 80% and Higher					
Tenured	77.3	14.8	7.8	.1	100
Not Tenured	66.3	26.1	7.2	.3	100
Tenure Not Specified	40.6	44.3	6.4	8.8	100

† Percentages may not add to 100 due to rounding.

As shown in Table 9, for all institutions, 21 percent of all faculty hold the rank of professor. For blacks the percentage is lower–only 14 percent of black faculty are professors. Conversely, the percentage of black faculty who are ranked as instructors exceeds the percentage of total faculty with that rank.

For the black institutions, 15 percent of black professors hold professorial rank, while only 9 percent hold this rank in the institutions with less than 5 percent black enrollment. The opposite trend is evident for white faculty. For white institutions (those with less than 5 percent black enrollment), 24 percent of all white faculty hold professorial rank, as compared to only 9 percent of white faculty with this rank in the black institutions. Characteristics of rank are intermediately defined at integrated institutions.

Differences in rank by race are seen from a different perspective in Table 10. Of all faculty for whom rank was determined in the survey, 7.1 percent are black, while 88.8 percent are white. For all institutions, of total professors, 4.7 percent are black, while 92 percent are white. In other words, in relationship to their representation in the total faculty, black faculty have a lower likelihood of being professors and a higher likelihood of being instructors (with 16 percent of all instructors being black).

In the black institutions, black faculty account for 64.9 percent of total faculty with rank identified, but 71.9 percent of total professors. Black underrepresentation in rank categories in the black institutions comes in the "other" rank category which includes lecturers.

TABLE 8

Percentage Distribution of Faculty by Race, Tenure, and Discipline

4-Year Institutions

	Black				White				Total Faculty		
	Tenured	Not Tenured	Tenure Not Specified	Total†	Tenured	Not Tenured	Tenure Not Specified	Total†	Tenured	Not Tenured	Tenure Not Specified
General Studies	31%	69%	–	100%	40%	59%	2%	100%	38%	60%	2%
Agriculture	34	44	22%	100	49	38	13	100	48	38	14
Architecture & Design	37	63	–	100	49	47	5	100	47	48	4
Area Studies	–	–	–	–	35	20	45	100	35	20	45
Biological Sciences	52	42	7	100	54	32	14	100	57	30	13
Business & Management (Less Accounting)	40	46	14	100	45	45	9	100	44	46	10
Accounting	28	72	–	100	46	53	1	100	45	54	1
Communications	16	73	12	100	43	47	10	100	41	48	10
Computer & Information Sciences	43	45	13	100	37	50	14	100	36	50	14
Education	40	53	7	100	49	40	11	100	47	42	11
Engineering	47	43	10	100	59	31	10	100	57	32	11
Fine & Applied Arts	49	43	7	100	49	40	11	100	48	41	11
Foreign Languages	69	26	5	100	49	39	11	100	51	38	12
*Health Professions	20	62	18	100	30	52	18	100	29	53	18
Home Economics	47	44	9	100	41	47	11	100	42	47	11
Law	54	25	21	100	55	31	14	100	54	32	14
Letters	42	53	4	100	51	38	10	100	51	40	10
Library Science	46	49	4	100	37	51	11	100	39	51	10
Mathematics	55	42	3	100	56	31	14	100	55	32	13
Military Science	–	97	3	100	10	89	–	100	8	91	1
Physical Sciences	60	39	2	100	60	24	15	100	59	25	16
Psychology	34	58	8	100	46	39	14	100	45	41	14
Public Affairs	14	77	10	100	36	56	8	100	32	61	7
Social Sciences	39	48	13	100	50	34	17	100	48	35	17
Interdisciplinary Studies	32	8	60	100	40	48	12	100	39	45	15
Business & Commerce Technology	40	40	20	100	41	47	13	100	40	47	13
*Health Services & Technology	8	92	–	100	25	68	7	100	21	72	7
Mechanical & Engineering Technology	73	–	27	100	18	29	53	100	28	22	50
Natural Science Technology	–	–	–	–	–	20	80	100	–	20	80
Public Service Technology	–	–	–	–	–	38	63	100	–	38	63
Arts & Sciences	40	11	49	100	12	10	78	100	23	10	67
Letters & Arts	10	56	34	100	52	32	16	100	50	33	17
Science & Mathematics	14	40	46	100	46	20	35	100	44	21	35
All Fields	40	50	10	100	47	39	13	100	47	40	13
*Nursing	18	71	11	100	16	74	9	100	17	74	9

*Nursing is a subfield of Health Professions and Health Technology.

†Percentages may not add to 100 due to rounding.

TABLE 9

Percentage Distribution of Faculty by Rank, Race, and Percent Black Enrollment

4-Year Institutions

	Professor	Associate Professor	Assistant Professor	Instructor	Other	Total†
All Institutions						
All Races	21%	24%	28%	10%	17%	100%
Black	14	19	34	23	10	100
White	22	24	27	9	17	100
Other Minority	19	27	31	9	14	100
Minority, Not Specified	2	3	9	2	84	100
Black Enrollment Less Than 5%						
All Races	23	25	28	9	15	100
Black	9	24	33	18	16	100
White	24	25	28	8	15	100
Other Minority	15	27	34	11	13	100
Minority, Not Specified	5	4	13	2	75	100
Black Enrollment 5% to 80%						
All Races	21	23	27	10	19	100
Black	12	15	33	22	18	100
White	21	24	27	10	18	100
Other Minority	22	27	30	7	14	100
Minority, Not Specified	1	3	8	3	85	100
Black Enrollment 80% and Higher						
All Races	14	20	32	20	14	100
Black	15	19	34	24	7	100
White	9	20	32	14	25	100
Other Minority	22	27	28	7	16	100
Minority, Not Specified	1	4	4	–	90	100

†Percentages may not add to 100 due to rounding.

In the white institutions, while black faculty account for 1.4 percent of total faculty, they account for only 0.5 percent of professors and 2.8 percent of instructors.

A converse pattern is evident for white faculty. In the white institutions they tend to be overrepresented in the higher ranks, while in the black institutions they tend to be underrepresented in the professorial ranks relative to their total representation. On the other hand, white faculty constitute 45.4 percent of the "other" rank category in the black colleges, as against 25.7 percent of total faculty in these institutions.

Distribution of Faculty by Race, Rank, and Discipline

Although for all institutions and across all disciplines 14 percent of all black faculty hold professorial rank, there is some variation in rank distribution among disciplines, as shown in Table 11. Disciplines in which there are at least 50 black faculty members, and where a

TABLE 10

Percentage Distribution of Faculty Ranks by Race and Percent Black Enrollment

4-Year Institutions

	Professor	Associate Professor	Assistant Professor	Instructor	Other	Total
All Institutions						
Black	4.7%	5.6%	8.5%	16.0%	4.3%	7.1%
White	92.0	90.4	87.4	81.0	89.1	88.8
Other Minority	3.0	3.9	3.8	2.9	2.8	3.4
Minority, Not Specified	.1	.1	.2	.2	3.8	.7
Total†	100.0	100.0	100.0	100.0	100.0	100.0
Black Enrollment Less Than 5%						
Black	.5	1.3	1.6	2.8	1.5	1.4
White	97.5	95.1	94.3	93.0	93.7	95.0
Other Minority	2.0	3.5	3.9	4.2	2.7	3.2
Minority, Not Specified	–	.1	.2	–	2.1	.4
Total†	100.0	100.0	100.0	100.0	100.0	100.0
Black Enrollment 5% to 80%						
Black	1.8	2.0	3.7	6.7	2.8	3.0
White	95.0	94.5	92.7	91.0	91.0	93.1
Other Minority	3.2	3.5	3.3	2.0	2.3	3.0
Minority, Not Specified	–	–	.3	.3	3.9	.9
Total†	100.0	100.0	100.0	100.0	100.0	100.0
Black Enrollment 80% and Higher						
Black	71.9	63.1	68.2	78.8	33.6	64.9
White	16.4	26.5	25.2	18.5	45.4	25.7
Other Minority	11.6	10.0	6.4	2.7	8.9	7.4
Minority, Not Specified	.1	.4	.2	–	12.1	1.9
Total†	100.0	100.0	100.0	100.0	100.0	100.0

†Percentages may not add to 100 due to rounding.

considerably higher proportion of blacks holds professorial rank, are biological sciences and physical sciences. Blacks have a proportion of professorial rank lower than for all disciplines in engineering (7 percent), the health professions (6 percent), and public affairs (6 percent). In the last two disciplines, the proportion of white professors also is lower than in other disciplines.

For all disciplines, 23 percent of black faculty hold the rank of instructor. For disciplines in which black faculty number at least 50 persons, fields which have considerably higher proportions of blacks in the instructor rank are general studies and letters.

Fields in which the proportion of white faculty holding professorial rank is at least double the proportion of black faculty with this rank (and in which there are at least 50 black faculty) are as follows: general studies, agriculture, engineering, health professions,

TABLE 11

Percentage Distribution of Faculty by Race, Rank, and Discipline

4-Year Institutions

	Professor	Associate Professor	Assistant Professor	Instructor	Other	Total†
General Studies						
Total	20%	19%	23%	16%	22%	100%
Black	6	15	28	39	12	100
White	23	20	23	12	22	100
Agriculture						
Total	26	23	19	4	29	100
Black	12	22	12	10	44	100
White	27	23	19	3	28	100
Architecture & Design						
Total	23	33	34	4	6	100
Black	7	36	43	7	7	100
White	24	32	34	4	6	100
Area Studies						
Total	17	21	24	–	38	100
Black	–	–	–	–	–	–
White	17	21	24	–	38	100
Biological Sciences						
Total	27	26	25	6	17	100
Black	24	25	27	18	5	100
White	27	26	24	5	18	100
Business & Management						
Total	21	26	29	11	13	100
Black	15	18	29	24	14	100
White	22	27	29	10	12	100
Accounting						
Total	21	25	35	16	2	100
Black	7	13	40	33	7	100
White	23	26	34	15	2	100
Communications						
Total	17	27	32	16	9	100
Black	7	28	17	41	7	100
White	18	27	33	14	9	100
Computer & Information Sciences						
Total	15	27	32	11	15	100
Black	13	17	17	30	22	100
White	15	28	33	11	14	100
Education						
Total	20	25	28	13	14	100
Black	15	19	35	25	6	100
White	21	26	27	11	15	100

†Percentages may not add to 100 due to rounding.

TABLE 11 (continued)

Percentage Distribution of Faculty by Race, Rank, and Discipline

4-Year Institutions

	Professor	Associate Professor	Assistant Professor	Instructor	Other	Total
Engineering						
Total	31%	29%	20%	5%	15%	100%
Black	7	26	31	16	20	100
White	32	30	20	4	14	100
Fine & Applied Arts						
Total	19	24	32	15	12	100
Black	18	19	33	26	4	100
White	19	24	32	14	12	100
Foreign Languages						
Total	21	22	31	12	14	100
Black	13	31	30	13	13	100
White	22	22	31	12	13	100
*Health Professions						
Total	16	19	31	16	19	100
Black	6	12	40	29	13	100
White	17	19	30	16	19	100
Home Economics						
Total	13	20	35	18	14	100
Black	15	18	37	20	10	100
White	13	20	35	18	14	100
Law						
Total	50	20	16	1	14	100
Black	37	26	28	7	2	100
White	51	19	15	1	15	100
Letters						
Total	18	23	32	15	12	100
Black	11	15	36	35	4	100
White	19	24	32	13	12	100
Library Science						
Total	13	22	38	13	15	100
Black	5	16	40	32	8	100
White	14	22	38	10	16	100
Mathematics						
Total	19	28	29	10	14	100
Black	16	25	34	21	4	100
White	19	28	29	10	15	100
Military Science						
Total	13	5	67	8	7	100
Black	19	–	77	–	3	100
White	12	7	64	9	8	100

*Also see Nursing at end of table.

TABLE 11 (continued)

Percentage Distribution of Faculty by Race, Rank, and Discipline

4-Year Institutions

	Professor	Associate Professor	Assistant Professor	Instructor	Other	Total
Physical Sciences						
Total	32%	26%	19%	3%	20%	100%
Black	29	25	31	11	4	100
White	32	26	19	3	19	100
Psychology						
Total	23	28	32	5	13	100
Black	16	20	41	14	10	100
White	24	28	31	4	13	100
Public Affairs						
Total	12	21	37	12	18	100
Black	6	15	45	27	7	100
White	13	23	35	9	19	100
Social Sciences						
Total	21	26	29	6	19	100
Black	16	21	35	17	12	100
White	22	26	29	5	19	100
Interdisciplinary Studies						
Total	17	18	27	9	30	100
Black	5	20	10	15	50	100
White	18	18	29	8	27	100
Business & Commerce Technology						
Total	28	13	29	5	24	100
Black	33	33	33	–	–	100
White	29	13	29	6	24	100
*Health Services & Technology						
Total	6	7	38	34	15	100
Black	–	8	28	64	–	100
White	7	8	40	30	16	100
Mechanical & Engineering Technology						
Total	–	31	28	10	31	100
Black	–	29	57	14	–	100
White	–	37	26	11	26	100
Natural Sciences Technology						
Total	–	22	33	44	–	100
Black	–	–	–	–	–	–
White	–	22	33	44	–	100
Public Services Technology						
Total	13	13	37	37	–	100
Black	–	–	–	–	–	–
White	13	13	37	37	–	100

*Also see Nursing at end of table.

TABLE 11 (continued)

Percentage Distribution of Faculty by Race, Rank, and Discipline

4-Year Institutions

	Professor	Associate Professor	Assistant Professor	Instructor	Other	Total
Arts & Sciences						
Total	7%	5%	10%	11%	67%	100%
Black	13	5	12	21	49	100
White	3	4	10	5	78	100
Letters & Arts						
Total	20	22	29	8	21	100
Black	5	16	38	21	21	100
White	20	23	28	8	21	100
Science & Mathematics						
Total	24	19	19	3	35	100
Black	14	11	33	19	23	100
White	24	19	18	3	36	100
All Fields						
Total	21	24	28	10	17	100
Black	14	19	34	23	10	100
White	22	24	27	9	17	100
*Nursing (RN)						
Total	3	14	34	30	19	100
Black	3	8	46	29	14	100
White	3	14	33	30	19	100

*Nursing is a subfield of Health Professions and Health Technology.

public affairs, and letters and arts. In the broad-based arts and science area, the percentage of blacks holding professorial rank vastly exceeds the proportion of whites at this rank.

Distribution of Faculty by Race and Degree Levels

Information about degree levels of faculty was provided for 33,093 faculty members in four-year institutions, or approximately one-third of total faculty reported in this survey. Although degree level is known for only one-third of total faculty in the survey, the data obtained appear to be representative:

Percentage of Faculty in Survey for Whom Degree Level Is Known

	Total	Black	White
Institutions with Black Enrollment:			
Less Than 5%	32%	43%	32%
5% to 80%	34	33	35
80% and Higher	41	44	36

The distribution of faculty by race, degree levels, and percentage black enrollment in the employing institutions is shown in Table 12. The bachelor's category is a catchall classification that includes some faculty with less than that degree. For all institutions, 65 percent of total faculty hold a doctorate, but only 37 percent of black faculty are at this degree level. The highest percentage of black faculty members with a doctorate are found among the white institutions, where 52 percent of all black faculty hold a doctorate, as compared to 35 percent in the black colleges and universities. White faculty in the white institutions are also more likely to hold a doctorate.

The detail on degree levels of faculty by discipline is not shown in this report since the representation of degree level data at this level of specificity becomes unreliable.

TABLE 12

Percentage Distribution of Faculty by Degree Level, Race, and Percent Black Enrollment

4-Year Institutions

	Degree Level			
	Doctorate	Master's	Baccalaureate or Less	Total†
All Institutions				
Total	65%	31%	4%	100%
Black	37	57	6	100
White	68	28	4	100
Other Minority	81	18	1	100
Minority, Not Specified	84	6	10	100
Black Enrollment Less Than 5%				
Total	70	25	4	100
Black	52	41	6	100
White	70	25	4	100
Other Minority	81	17	2	100
Minority, Not Specified	100	–	–	100
Black Enrollment 5% to 80%				
Total	66	30	3	100
Black	39	56	5	100
White	67	30	3	100
Other Minority	85	14	1	100
Minority, Not Specified	80	5	15	100
Black Enrollment 80% and Higher				
Total	42	53	5	100
Black	35	59	6	100
White	54	43	3	100
Other Minority	72	27	–	100
Minority, Not Specified	89	11	–	100

†Percentages may not add to 100 due to rounding.

Distribution of Faculty by Race: Two-Year Institutions

For the 34,725 two-year faculty accounted for in this survey on the primary variables of race and discipline, 7.2 percent are black, 88.9 percent white, and the remainder is distributed between "other" or "minority, race not specified." As seen in Table 13, the percentage of faculty that are black correlates with the percentage of black enrollment in the institution, with only 2.8 percent of total faculty in white two-year institutions being black, as opposed to 21 percent of those where black enrollment is at least 35 percent. Conversely, white faculty representation diminishes, although at a lesser rate, as black enrollment increases. Among two-year colleges with less than 10 percent black enrollment, whites constitute 92.1 percent of total faculty, while they account for only 76.8 percent of total faculty in those institutions where black enrollment is at least 35 percent.

The differences in both white and black faculty representation among institutions with varying percentages of black enrollment are not as dramatic as among four-year institutions. This may be accounted for by the fact that the two-year institutions are generally "younger" than the four-year colleges and universities and do not have as long an historical pattern of segregation. For this reason there are very few predominantly black two-year colleges, and the percentages chosen for classifying institutions according to black enrollment reflect the more uniform distribution of black students (and faculty) among these colleges than is the case among four-year institutions.

TABLE 13

Percentage Distribution of Faculty by Race and Percent Black Enrollment

2-Year Institutions

	Black	White	Other Minority	Minority, Not Specified	All Races†
All Institutions	7.2%	88.9%	3.6%	.3%	100%
Black Enrollment Less Than 10%	2.8	92.1	5.0	–	100
Black Enrollment 10% to 35%	8.6	88.2	2.5	.6	100
Black Enrollment 35% and Higher	21.0	76.8	2.2	.1	100

†Percentages may not add to 100 due to rounding.

As seen in Table 14, institutions with at least 35 percent black enrollment account for only 28.5 percent of total black faculty, versus 8.4 percent of total white faculty, and 9.7 percent of faculty of all races. This stands in contrast to the black four-year institutions which account for 8.5 percent of faculty of all races, but employ 72.7 percent of all black faculty (see Table 4).

Distribution of Faculty by Race and Disciplines

Faculty distribution by disciplines was shown in Table 2. Although in all institutions black faculty account for 7.2 percent of faculties in all disciplines, they have much higher or much lower representation in some disciplines. For example, in the disciplines of general

TABLE 14

Distribution of Faculty by Race and Percent Black Enrollment

2-Year Institutions

	Black		White		Other Minority		Minority, Not Specified		All Races	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Black Enrollment Less than 10%	455	18.3%	14,784	47.9%	797	63.2%	8	7.9%	16,044	46.2%
Black Enrollment 10% to 35%	1,322	53.2	13,496	43.7	390	30.9	91	90.1	15,299	44.1
Black Enrollment 35% and Higher	709	28.5	2,596	8.4	75	5.9	2	2.0	3,382	9.7
All Institutions†	2,486	100.0	30,876	100.0	1,262	100.0	101	100.0	34,725	100.0

†Percentages may not add to 100 due to rounding.

studies, business and management, education, library science, public service technologies, and in the broad-based departments of letters and arts or science and mathematics, black faculty account for considerably higher representation, exceeding 10 percent in each of these fields. Also, in education and in public service technologies, while only 6.1 and 1.3 percent, respectively, of total white faculty are found in these fields, the percentages of total black faculty in these two fields are double the white proportions.

Important variations exist among subfields within some of the major disciplines. (Detailed data on subfields are shown in Appendix C.) For example, although black faculty represent 6.7 percent of total faculty in the major discipline of business and commerce technology, black faculty account for 17.3 percent of secretarial technology faculty. Similarly, in the two-year institutions black representation in associate degree registered nursing faculty exceeds the proportion of blacks in the health programs generally.

The distribution of black faculty by discipline among two-year institutions with various proportions of black enrollment is shown in Table 15. Since black enrollment is more evenly distributed across two-year institutions than is the case for four-year colleges and universities, the distribution of black faculty is also more evenly distributed across two-year institutions than for the four-year ones. Only 28.5 percent of total black faculty is found in two-year institutions where black enrollment is at least 35 percent, as compared to the 72.7 percent of total black faculties accounted for by the four-year institutions with at least 80 percent black enrollment (see Table 5). The two fields in which two-year college black faculty are concentrated in those institutions with at least 35 percent black enrollment are the broad letters and arts, and the science and mathematics areas. This concentration may reflect a greater tendency for those two-year colleges with larger black enrollment proportions to organize around broad departments than might be true in other two-year institutions.

Distribution of Faculty by Race and Rank

Rank of faculty was reported for 25,728 faculty members, or 34 percent of the total responding in the two-year sector. There was a slightly greater likelihood of faculty rank being reported for white faculty than for black, with 74 and 68 percent of white and black faculty, respectively, accounted for in the data detailing faculty rank.

As shown in Table 16, for all institutions, 75.6 percent of all faculty hold the rank of instructor (which includes the "other" rank classification for two-year colleges). Since many two-year institutions do not have differential ranks among faculty, the preponderance of two-year faculty would be expected to be found among the "instructor" classification.

In view of the concentration of all faculty in the instructor rank among two-year institutions, regardless of the percentage black enrollment, the differences between black and white faculty by their ranks are not very meaningful. Noting this proviso, Tables 16 and 17 show, however, that differences do exist. While 3.8 percent of white faculty hold professorial appointments, only 1.9 percent of black faculty have this rank. Similar differences are evident in the associate professor category. From a different perspective (Table 17), although blacks constitute 6.6 percent of total faculty for whom rank designations are reported, they represent only 3.5 percent of the professorial category, and their percentage representation generally increases as rank levels decrease. Blacks tend to have greater representation in the professorial ranks as the percentage of black enrollment increases. Yet, even

TABLE 15

Percent of Black Faculty in Major Disciplines By Percent Black Enrollment of Institutions

2-Year Institutions

	Total Number Black	Percent of Black Faculty at Institutions with the Following Percentages Black Enrollment:		
		Less Than 10%	10% to 35%	35% and Higher
General Studies	86	11.6%	48.8%	39.5%
Biological Sciences	95	16.8	70.5	12.6
Business & Management	27	25.9	7.4	66.7
Communications	6	–	100.0	–
Computer & Information Sciences	2	100.0	–	–
Education	315	8.3	59.7	32.1
Engineering	3	33.3	66.7	–
Fine & Applied Arts	77	28.6	50.6	20.8
Foreign Languages	14	35.7	64.3	–
*Health Professions	8	25.0	25.0	50.0
Home Economics	8	50.0	50.0	–
Letters	305	23.9	62.6	13.4
Library Science	11	–	81.8	18.2
Mathematics	158	23.4	60.8	15.8
Physical Science	53	30.2	47.2	22.6
Psychology	118	25.4	64.4	10.2
Social Sciences	298	19.5	61.7	18.8
Interdisciplinary Studies	11	18.2	72.7	9.1
Business & Commerce Technology	248	21.8	45.6	32.7
Data Processing Technology	2	50.0	–	50.0
*Health Services Technology	205	18.5	56.6	24.9
Mechanical & Engineering Technology	139	4.3	39.6	56.1
Natural Sciences Technology	12	16.7	16.7	66.7
Public Service Technology	65	40.0	33.8	26.2
Arts & Sciences	24	–	100.0	–
Letters & Arts	102	9.8	18.6	71.6
Science & Mathematics	94	7.4	22.3	70.2
All Fields	2,486	18.3	53.2	28.5
*Nursing	110	20.0	60.0	20.0

*Nursing is a subfield of Health Professions and Health Technology.

in the institutions with more than 35 percent black enrollment, although blacks constitute 19.2 percent of total faculty for whom rank is reported, they constitute only 11 percent of those with professorial rank.

Due to the overwhelming concentration of all faculty in the instructor rank in the two-year colleges, differential analysis of ranks by disciplines would not be meaningful and, therefore, is not presented.

TABLE 16

Percentage Distribution of Faculty by Rank, Race and Percent Black Enrollment

2-Year Institutions

	Professor	Associate Professor	Assistant Professor	Instructor	Total†
All Institutions					
All Races	3.5%	9.0%	11.9%	75.6%	100%
Black	1.9	5.7	14.7	77.7	100
White	3.8	9.5	12.0	74.7	100
Other Minority	1.5	3.4	4.9	90.2	100
Minority, Not Specified	–	46.7	13.3	40.0	100
Black Enrollment Less Than 10%					
All Races	3.6	9.2	13.8	73.3	100
Black	1.6	5.5	18.0	74.9	100
White	3.9	9.7	14.3	72.2	100
Other Minority	1.2	2.4	5.3	91.1	100
Minority, Not Specified	–	50.0	12.5	37.5	100
Black Enrollment 10% to 35%					
All Races	3.4	8.7	9.1	78.8	100
Black	1.9	5.6	14.2	78.3	100
White	3.6	9.2	8.8	78.4	100
Other Minority	2.3	3.8	2.9	90.9	100
Minority, Not Specified	–	40.0	20.0	40.0	100
Black Enrollment 35% and Higher					
All Races	3.5	9.7	13.1	73.7	100
Black	2.0	6.3	13.5	78.3	100
White	4.0	10.3	13.0	72.6	100
Other Minority	–	16.7	12.5	70.8	100
Minority, Not Specified	–	50.0	–	50.0	100

†Percentages may not add to 100 due to rounding.

Distribution of Faculty by Degree Levels

Information about degree levels of faculty was provided for 8,997 faculty members in two-year institutions, or 26 percent of total faculty reported in this survey. The following percentages of two-year faculty in the survey are accounted for by race and institution:

Percentage of Faculty in Survey for Whom Degree Level is Known

	Total	Black	White
Institutions with Black Enrollment			
Less Than 10%	18%	32%	18%
10% to 35%	32	26	32
35% and Higher	38	44	37

There is underrepresentation of degree level information for the two-year colleges that have less than 10 percent black enrollment. This group of institutions accounts for 46 percent of

TABLE 17

Percentage Distribution of Faculty Ranks by Race and Percent Black Enrollment

2-Year Institutions

	Professor	Associate Professor	Assistant Professor	Instructor	Total
All Institutions					
Black	3.5%	4.2%	8.2%	6.8%	6.6%
White	94.6	93.9	90.0	87.9	88.9
Other Minority	1.9	1.7	1.8	5.3	4.4
Minority, Not Specified	–	.3	–	–	.1
Total†	100.0	100.0	100.0	100.0	100.0
Black Enrollment Less Than 10%					
Black	1.0	1.4	3.1	2.4	2.4
White	97.1	96.8	94.7	90.5	91.9
Other Minority	.1.9	1.5	2.2	7.1	5.7
Minority, Not Specified	–	.3	–	–	–
Total†	100.0	100.0	100.0	100.0	100.0
Black Enrollment 10% to 35%					
Black	5.4	6.0	14.5	9.3	9.4
White	92.3	92.3	84.3	86.9	87.3
Other Minority	2.3	1.4	1.0	3.8	3.3
Minority, Not Specified	–	.2	.1	–	–
Total†	100.0	100.0	100.0	100.0	100.0
Black Enrollment 35% and Higher					
Black	11.0	12.3	19.8	20.4	19.2
White	89.0	83.3	78.0	77.3	78.4
Other Minority	–	3.9	2.2	2.2	2.3
Minority, Not Specified	–	.5	–	.1	.1
Total†	100.0	100.0	100.0	100.0	100.0

†Percentages may not add to 100 due to rounding.

all reported two-year faculty. Therefore, the distribution of faculty by degree level from this enumeration may not be representative of the whole. The baccalaureate category is a catch-all that includes faculty with less than a bachelor's degree.

For all institutions, only 13 percent of all faculty hold a doctorate. (See Table 18.) Among black faculty, for all institutions, only 7 percent hold a doctorate. The likelihood of holding a doctorate is slightly lower for both black and white faculty in institutions with higher percentages of black enrollment as compared to those with the lowest percentages of black enrollment. The opposite is true for bachelor's degrees, which account for a higher percentage of both black and white faculty in those institutions with higher proportions of black enrollment.

The detail on degree levels of faculty by disciplines is not shown in this report since the representation of degree level data at this level of specificity is not sufficiently reliable.

TABLE 18

Percentage Distribution of Faculty by Degree Levels, Race, and Percent Black Enrollment

2-Year Institutions

	Degree Level			
	Doctorate	Master's	Baccalaureate or Less	Total†
All Institutions				
Total	13%	66%	22%	100%
Black	7	69	25	100
White	13	66	21	100
Other Minority	26	63	11	100
Minority, Not Specified'	49	12	40	100
Black Enrollment Less Than 10%				
Total	16	68	16	100
Black	9	74	17	100
White	16	68	16	100
Other Minority	24	64	11	100
Minority, Not Specified	–	–	–	–
Black Enrollment 10% to 35%				
Total	12	67	21	100
Black	6	74	20	100
White	12	68	21	100
Other Minority	29	67	4	100
Minority, Not Specified	49	12	40	100
Black Enrollment 35% and Higher				
Total	9	54	38	100
Black	6	61	33	100
White	9	51	40	100
Other Minority	26	52	22	100
Minority, Not Specified	–	–	–	–

†Percentages may not add to 100 due to rounding.

Footnotes

1. Further detail on faculty distribution by subfields in the four-year colleges and universities is shown in Appendix B.

2. James R. Mingle, *Degree Output in the South, 1975-76: Distribution by Race*, Southern Regional Education Board, Atlanta, 1978.

3. Cameron Fincher, et al, *The Closing System of Academic Employment*, Southern Regional Education Board, Atlanta, 1978, p. 73.

4. Further detail on faculty distribution by subfields in the two-year institutions is shown in Appendix C.

Appendix A
Methodological Notes

The data for this report were obtained primarily through surveying the individual public four-year and two-year institutions in the 14 states comprising the Southern Regional Education Board region. Reporting requirements under various mandates have put a tremendous burden on institutions of higher education in recent years. For this reason, SREB determined that data collection for this project should accommodate, as much as possible, existing compilations of data about faculty in various state agencies and in the individual institutions. Therefore, in the first instance, SREB requested the data from the state higher education coordinating agencies. Where these agencies had already compiled statewide reports or files that included faculty data on race and discipline, these reports or files were used despite limitations regarding other variables, such as rank and degree levels. Where state agencies could not supply data, requests for data were sent to the individual institutions. Again, to accommodate institutions, each one was given a choice between completing the SREB survey form (see page 37) or submitting affirmative action reports if such reports included a work force analysis of faculty by race and discipline. Again, this choice meant sacrificing detail on faculty by rank and degree levels if such data were not included in existing reports. This accommodation to the practical difficulty of gathering statistics from overburdened higher education institutions netted a return of data in *some form* from almost the entire universe of public two-year and four-year institutions. Reports of one type or another were received from institutions accounting for 94 percent of total four-year enrollments and 79 percent of total two-year enrollments in 1976-77. Most of the missing enrollment in the two-year sector is concentrated in one state, where reports could not be obtained. Among the historically black public four-year institutions, only three schools, with a 1976-77 combined enrollment of approximately 6,900, are missing.

The data cover faculty employed full-time either in 1976-77 or 1977-78; and in less than 5 percent of the reporting institutions, the data pertain to 1975-76. Since radical changes in the representation of minority faculty are not likely to occur from one year to another, the data in this report may be considered representative of the 1976-78 period.

Through the use of the collection methods detailed above, data were obtained on race and discipline of 97,053 and 34,725 full-time faculty members in four-year and two-year institutions, respectively. The report covers only faculty with teaching responsibilities and excludes those in full-time administrative positions. Departmental chairmen are included. Excluded are persons with faculty status who are engaged in such non-teaching responsibilities as management of non-teaching institutes, continuing education centers or library administration, although in some instances it was difficult to differentiate whether "library" faculty were reported as personnel in library science programs or in the administration of the campus library.

The latitude permitted in data collection for this project results in varying levels of detail. Limitations of the data because of differences in inclusiveness of reports are summarized below:

Race

"Race" in this report is classified as follows:

white
black
other minority
minority, not specified

The "minority, not specified" category includes either "black" or "other minorities" and was needed because some institutions did not distinguish their minority faculty by category of minorities. Total black faculty exceeds the 7,704 and 2,486 identified as black in the four-year and two-year institutions respectively, since some of those in "minority, not specified" are also black. If the proportion of blacks in "minority, not specified" is the same as blacks are of blacks plus "other minorities," then the total number of blacks would be 8,068 and 2,553 for the four-year and two-year sectors, respectively.

Discipline

"Discipline" in this report refers to the subject area in which faculty teach, and not in which faculty are educated. The HEGIS classification of disciplines was used. Available disaggregation on disciplines in which faculty teach depends on (1) the organizational structure of departments in individual institutions and (2) the level of aggregation of disciplines whereby state agencies compile data on faculty. Some colleges are organized around more discrete departmental breakdowns than others. For example, some institutions have departments of history, so they could report faculty by that discipline, while others have a social science department as their lowest level of organization by discipline. The information in this report reflects varying levels of reported detail. As a result of these variations, the information on faculty in "subfields," or specialties under the major HEGIS divisions, is incomplete. For example, the number of faculty reported in "Accounting" (HEGIS subfield 502) will understate faculty in this discipline, since some institutions will have included Accounting faculty under "Business and Management" (HEGIS major field 500) which includes Accounting and all other subfields of HEGIS 500.

Some institutions, especially two-year colleges or small four-year colleges, organize their faculties in departments that are even broader than any one major HEGIS field. For example, in some community colleges, departments of natural science and mathematics include several major HEGIS fields. To accommodate aggregate reporting of this kind, two classifications not included in the HEGIS system were added for the purpose of this report:

5650 – Language area arts and sciences
5670 – Natural science and mathematics arts and sciences

The HEGIS field General Arts and Sciences 5600 (for associate degrees) was used when colleges reported faculty in a general arts and science department. (A few four-year institutions also reported disciplines with this undefined level of aggregation, with 0.2 percent of all reported four-year faculties accounted for in the HEGIS field 5600.)

For the tables of the text, the discipline data have been collapsed to 30 major fields, including the three "5600" categories which were used for aggregated departmental organization. In Appendixes B and C, the data are shown for these 30 disciplines plus for 34 and

19 subfields in the four-year and two-year sectors, respectively. The reader is cautioned that information in Appendixes B or C for a subfield such as history would *not* include all faculty in that subfield, since some would have been included in the broader classification of "social science."

Percent Black Enrollment

Faculty data are analyzed in this report according to the racial mix in the student population of the institutions where faculty are employed. This "mix" was determined by the percent black undergraduate enrollment in the institution according to the 1974 report of the Office for Civil Rights, Department of Health, Education, and Welfare. Institutions are classified in the following categories:

4-Year Institutions	2-Year Institutions
Less Than 5% Black Enrollment	Less Than 10% Black Enrollment
5% to 80% Black Enrollment	10% to 35% Black Enrollment
80% and Higher Black Enrollment	35% and Higher Black Enrollment

Different breakdowns are used for four-year and two-year institutions. Traditionally, the historically black institutions had totally black enrollments. Such an historical pattern does not exist in the newer two-year sector. The percent black enrollment in three "historically" black four-year institutions fell below 80 percent in 1974, so that faculty for these institutions are counted in the "5% to 80%" black enrollment classification.

Tenure Status

Since race and discipline were the two highest priority variables for this project, information on tenure status was one of the variables sacrificed where it was not included in available files and reports of state agencies or institutions. This accounts for the "tenure not designated" category which is used in addition to the tenured and non-tenured classifications.

Tenure status is described in this report only for faculty of the four-year institutions. In many two-year institutions there is no official tenure designation especially where the institutions are under the jurisdiction of the board for the state's elementary and secondary education. Some two-year colleges, where tenure is not applicable, reported their faculty as non-tenured, while others, where the same situation exists, did not report tenure status at all, and thus became absorbed in the "tenure not designated" category. Only 24 percent of all two-year faculty were reported as tenured, versus 46 percent of four-year faculty; therefore, detail on tenure by disciplines and types of institutions for two-year institutions is not included in this report.

Rank

Information on faculty rank is another variable that was obtained for some faculty, but sacrificed where available reports on faculty, by race and discipline, excluded rank designations. The rank classifications in this report are professor, associate professor, assistant professor, instructor, and other. The "other" category includes lecturers.

Rank designation was submitted for 66 percent of faculty in the four-year institutions and 74 percent of faculty in the two-year institutions. In the two-year institutions the classifications "instructor" and "other" were combined.

Degree Level

Information on the highest degree held by faculty was also requested, but sacrificed if not included in available reports. The classifications used for the highest earned degree of faculty are doctorate, master's, and baccalaureate. The baccalaureate classification includes some faculty with less than a baccalaureate degree.

Degree levels were obtained for one-third of faculty in the four-year institutions and 26 percent of those in the two-year colleges. Since the representation of faculty by degree levels is "thin," no analysis on degree levels is presented by separate disciplines.

Availability of Further Data

The computer output tables in the Appendixes present detailed data on faculty, by race, for 64 disciplines, i.e., the 30 major breakdowns, plus subfields where institutions provided this detail. Additional computer output tables of the results, showing distribution of faculty by discipline, race, and the other variables in this study (tenure, percent black enrollment, degree levels, and ranks), are available at the Southern Regional Education Board.

Southern Regional Education Board
Survey of Full-Time Faculty by Race and Discipline

Name of Institution _____

State _____

(To be completed for *each* department in the institution.)

Dept. _____

HEGIS code of Dept. _____

Number of Full-Time Faculty, Including Department Chair, Excluding Deans and Other Administrative Persons September 1, 1977*

By Rank:	Tenured			Non-Tenured		
	Black	White	Other	Black	White	Other
Instructor						
Asst. Professor						
Associate Professor						
Professor						
Other						
By Highest Degree Held by Faculty:						
Doctorate						
Master's						
Baccalaureate						

*If 1977 data are *not* available, please submit September 1976 data, and check here _____.

RETURN TO: Southern Regional Education Board
Attention: Dr. Eva C. Galambos
130 Sixth Street, N.W.
Atlanta, Georgia 30313

Appendix B

Distribution of Faculty by Race and Discipline

4-Year Institutions

Discipline	HEGIS Field Code	Black	White	Other Minority	Minority, Not Specified	Total
General Studies	0	130	696	26	6	858
Agriculture	100	175	3,824	66	9	4,074
Forestry	114	0	279	15	0	294
Architecture & Design	200	27	664	27	3	721
Area Studies	300	0	40	0	0	40
Biological Sciences	400	347	3,598	130	21	4,096
Pathology	408	1	152	19	0	172
Pharmacology	409	0	190	6	0	196
Physiology	410	1	266	10	0	277
Microbiology	411	8	334	32	0	374
Anatomy	412	0	244	20	0	264
Biochemistry	414	0	212	12	0	224
Business & Management	500	303	4,465	164	26	4,958
Accounting	502	29	677	14	0	720
Business Management	506	67	737	32	1	837
Secretarial Studies	514	20	197	0	0	217
Business Economics	517	10	289	45	0	344
Communications	600	51	842	9	2	904
Computer & Information Sciences	700	40	583	41	9	673
Education	800	1,636	9,194	153	35	11,018
Physical & Health Education	835	405	1,644	21	15	2,085
Industrial Arts & Technology	839	180	600	17	5	802
Engineering	900	75	3,417	234	70	3,796
Civil-Construction-Transportation	908	4	362	34	1	401
Electronics Engineering	909	12	459	37	2	510
Mechanical Engineering	910	18	375	42	2	437
Engineering Technology	925	56	176	22	3	257
Fine & Applied Arts	1000	274	3,965	65	8	4,312
Music	1004	147	1,286	26	8	1,467
Foreign Languages	1100	131	1,914	141	31	2,217
Health Professions	1200	197	2,932	80	17	3,226
Nursing	1203	135	2,234	21	0	2,390
Dentistry	1204	9	681	24	0	714
Medicine	1206	44	4,221	296	25	4,586
Pharmacy	1211	5	371	15	4	395
Veterinary Medicine	1218	4	349	11	2	366
Home Economics	1300	212	1,288	52	1	1,553
Law	1400	71	997	16	18	1,102
Letters	1500	640	6,067	103	13	6,823
Library Science	1600	71	415	10	0	496
Mathematics	1700	333	2,995	246	25	3,599
Military Science	1800	60	215	3	0	278
Physical Science	1900	164	3,517	175	80	3,936

(continued)

Distribution of Faculty by Race and Discipline

4-Year Institutions

(continued)

Discipline	HEGIS Field Code	Black	White	Other Minority	Minority, Not Specified	Total
Physics	1902	55	731	115	0	901
Geology	1914	14	337	6	4	361
Psychology	2000	173	1,947	45	5	2 170
Public Affairs & Service	2100	107	607	11	2	727
Social Work & Help	2104	123	533	20	3	679
Social Sciences	2200	323	3,535	118	38	4,014
Economics	2204	26	485	35	0	546
History	2205	197	1,551	25	1	1,774
Political Science	2207	71	806	36	5	918
Sociology	2208	146	958	36	3	1,143
Interdisciplinary Studies	4900	25	387	1	2	415
Business & Commerce Technology	5000	5	205	4	0	214
Secretarial Technology	5005	0	7	0	0	7
Health Services Technology	5200	16	142	0	0	158
Nursing (R.N.)	5208	34	139	4	2	179
Mechanical & Engineering Technology	5300	11	34	1	4	50
Natural Science Technology	5400	0	10	0	0	10
Public Service Technology	5500	0	8	0	0	8
Arts & Sciences	5600	84	127	22	0	233
Letters & Arts	5650	145	3,596	193	8	3,942
Science & Mathematics	5670	57	1,454	83	1	1,595
All Fields		7,704	85,562	3,267	520	97,053

Appendix C

Distribution of Faculty by Race and Discipline

Two-Year Institutions

Discipline	HEGIS Field Code	Black	White	Other Minority	Minority, Not Specified	Total
General Studies	0	86	427	9	0	522
Agriculture	100	0	135	1	0	136
Architecture & Design	200	0	22	4	0	26
Area Studies	300	0	1	0	0	1
Biological Sciences	400	95	1,314	62	4	1,475
Business & Management	500	27	222	2	0	251
Accounting	502	0	6	0	0	6
Business Management	506	0	10	0	0	10
Secretarial Studies	514	0	8	0	0	8
Communications	600	6	224	7	0	237
Computer & Information Sciences	700	2	52	1	0	55
Education	800	225	1,130	56	83	1,494
Physical & Health Education	835	34	420	2	0	456
Industrial Arts & Technology	839	56	302	0	0	358
Engineering	900	3	127	8	0	138
Engineering Technology	925	0	8	0	0	8
Fine & Applied Arts	1000	61	2,082	81	0	2,224
Music	1004	16	226	2	0	244
Foreign Languages	1100	14	425	116	0	555
Health Professions	1200	6	71	0	0	77
Nursing	1203	2	84	0	0	86
Home Economics	1300	8	112	2	0	122
Letters	1500	305	4,348	215	1	4,869
Library Science	1600	11	77	3	0	91
Mathematics	1700	158	2,213	150	2	2,523
Military Science	1800	0	2	0	0	2
Physical Science	1900	51	1,238	42	1	1,332
Physics	1902	2	64	2	0	68
Geology	1914	0	12	0	0	12
Psychology	2000	118	1,480	96	0	1,694
Public Affairs & Service	2100	0	6	0	0	6
Social Work & Help	2104	0	6	0	1	7
Social Sciences	2200	269	3,446	193	2	3,910
Economics	2204	2	60	0	2	64
History	2205	16	167	2	0	185
Political Science	2207	0	56	1	0	57
Sociology	2208	11	100	0	0	111
Interdisciplinary Studies	4900	11	134	0	0	145
Business & Commerce Technology	5000	160	2,921	94	1	3,176
Secretarial Technology	5005	88	418	2	0	508
Data Processing	5100	2	177	2	0	181
Health Services Technology	5200	97	1,294	10	3	1,404
Nursing (R.N.)	5208	108	778	5	1	892

(continued)

Distribution of Faculty by Race and Discipline

Two-Year Institutions

(continued)

Discipline	HEGIS Field Code	Black	White	Other Minority	Minority, Not Specified	Total
Mechanical & Engineering Technology	5300	139	1,943	55	0	2,137
Natural Science Technology	5400	12	202	4	0	218
Public Service Technology	5500	65	398	2	0	465
Arts & Sciences	5600	24	262	0	0	286
Letters & Arts	5650	102	891	7	0	1,000
Science & Mathematics	5670	94	775	24	0	893
All Fields		2,486	30,876	1,262	101	34,725